

Elger Bay Elementary

School Improvement Plan

2016 - 2017

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INTRODUCTION

Elger Bay Elementary School currently serves students in grades Kindergarten through Grade 5 and the current enrollment is just over 280 students. Elger Bay Elementary is also home to the SCSD Positive Behavior Solutions (PBS) program, which supports IEP students who need highly specialized behavior intervention.

The school is located on the southern half of Camano Island in Island County, Washington. We are one of five elementary schools serving the City of Stanwood and Camano Island. Our fifth grade students feed into Stanwood Middle School.

Elger Bay Elementary staff considers themselves part of a larger professional learning community that includes our entire staff and the Stanwood-Camano School District as a whole. The following theory of action guides that professional learning community:

Every student accomplishes higher levels of achievement and success when we, as a system, support a collaborative culture of improvement, have a common vision and understanding of powerful teaching and learning, and continuously improve our instructional and leadership practice.

A continuous improvement plan such as that contained here is only as good as the quality of those implementing the plan. The Elger Bay Elementary staff is passionate about helping students succeed and is willing to engage in difficult conversations for the sake of determining points of improvement. In the case of our recent and future School Improvement Plans, the Elger Bay Elementary Leadership Team plays a key role. Below are listed members of the Elger Bay Elementary Leadership Team:

Elger Bay Elementary Leadership Team Members
Ashley Klempel, Kindergarten Teacher
Jane Mosteller, Grade 2 Teacher
Cindy Wright, Grade 3 Teacher
Dana Anderson, Title I / LAP Reading and Math Specialist
Ken Szyborski Grade 5 Teacher
Tricia Drinnon, Grade 4 Teacher/Assessment Coordinator
Sherri Webb, Classified Representative
Kathleen Nelles, Grade 1 Teacher
Kurt Blom, Physical Education Teacher
Linda Anderson, Positive Behavior Supports Program
Seri Chaplik, Librarian
Staci Lauinger, Administrative Intern
Victor Hanzeli, Principal

ELGER BAY MISSION AND VISION

Stanwood-Camano School District Theory of Action

Every student accomplishes higher levels of achievement and success when we, as a system, support a collaborative culture of improvement, have a common vision and understanding of powerful teaching and learning, and continuously improve our instructional and leadership practice.

Elger Bay Elementary Mission

To collaborate with a shared vision of deliberate and unified goals to maximize student learning in a supportive environment.

Elger Bay Elementary Vision

- To inspire students to be lifelong learners who will become responsible, contributing members of society.
- To motivate the Elger Bay Elementary Staff to collaborate and to become active in the student improvement process.
- To build an academic environment with the highest educational standards aimed at improving student achievement.

Elger Bay Elementary Smarter Balanced Assessment (SBA) DATA

The Elger Bay Elementary staff continues to become more effective users of available data regarding student progress. In the course of preparing our school improvement plan, Elger Bay Elementary results from the Smarter Balanced Assessment (SBA) were analyzed to provide general indicators of our performance based on this baseline year of data. Staff engages in regular examination of data ranging from classroom based formative assessments (teacher observations and student performances) to norm referenced benchmark assessments such as AIMSweb for the purpose of determining changes in course on our improvement plans.

Year	English / Language Arts (ELA)		Mathematics		Science (G5 Only)	
	Grade 3 - WA	Grade 3 - EBE	Grade 3 - WA	Grade 3 - EBE		
2014-2015	52.1%	60.0%	56.7%	60.0%		
2015 - 2016	54.3%	60.7%	58.9%	56.0%		
	Grade 4 - WA	Grade 4 - EBE	Grade 4 - WA	Grade 4 - EBE		
2014-2015	54.6%	68.7%	54.0%	59.1%		
2015 - 2016	57.0%	68.0%	55.4%	62.0%		
	Grade 5 - WA	Grade 5 - EBE	Grade 5 - WA	Grade 5 - EBE	Grade 5 - WA	Grade 5 - EBE
2014-2015	57.6%	65.3%	48.1%	45.8%	63.4%	72.9%
2015 - 2016	60.1%	75.0%	49.2%	66.6%	65.3%	83.3%

We have included the achievement results for the first two years that we have administered the Smarter Balance Assessment. It was given spring of 2016 to students in grades 3, 4, and 5.

Elger Bay Elementary uses a variety of assessment measures to develop a profile of what students know and are able to do. These profiles are used to monitor and report student progress in meeting the Washington State Learning Standards. The Smarter Balanced Assessment (SBA) and Measurement of Student Progress (MSP) gauges student knowledge in three core subject areas (Mathematics, ELA (English / Language Arts) and Science) by using a combination of multiple-choice, short answer, and essay responses. The test is administered to students in grades three through eight and 10. Not every grade level is tested in the same subject areas.

ENGLISH/LANGUAGE ARTS ACTION PLAN

S.M.A.R.T. GOAL: Scores for each grade level will improve at least 5% on the spring 2017 Smarter Balanced English / Language Arts (ELA) Assessment as compared to the 2016 results.

RATIONALE: Student achievement levels increase when quality professional collaboration, intentionally targeted instruction, and appropriate assessment are provided for students and staff.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Staff will participate in multiple collaboration sessions designed to support professional development and classroom application of strategies for	Participation by students in classroom discourse aimed at elevating the level of cognitive demand for all students. Development of Performance	See (attached) professional development plan in the attached documents: <i>Elger Bay AYP Plan</i> and <i>Wednesday Professional Development Schedule</i> .	See (attached) professional development plan in the attached documents: <i>Elger Bay AYP Plan</i> and <i>Wednesday Professional Development Schedule</i> .	Copies of three books: <i>Mindset</i> , <i>Engaging Students with Poverty in Mind</i> and <i>Mindsets in the Classroom</i> See (attached) professional	Elger Bay Leadership Team Victor Hanzeli Staci Lauinger, Instructional Coach AYP Team: Dana Anderson Tricia Drinnon	Smarter Balanced Assessment (SBA), Spring 2016 Measures of Academic Progress (MAP), January and May, 2017 (2nd grade) AIMSweb benchmark

<p>engaging all learners; specifically, students living in poverty. Opportunities: (1) Mini studios: planning lessons for engaging students in meaningful work and discussions in language arts, (2) Performance Tasks: creating tasks aligned to the ELA WSLS and the SBA, with attention on supports for struggling learners.</p>	<p>Tasks that better prepare students for meeting Common Core Standards.</p> <p>Development of lessons intended to differentiate for all learners, particularly those of students living in poverty.</p>			<p>development plan in the attached documents: <i>Elger Bay AYP Plan</i> and <i>Wednesday Professional Development Schedule.</i></p>	<p>Kathleen Nelles Staci Lauinger</p>	<p>assessments (Fall, Winter, Spring)</p> <p>SBA Interim Assessments and Classroom Based Assessments</p>
<p>Staff will continue to implement lessons which; (1) practice annotating what students read in</p>	<p>Scaffolds and supports for students in need: annotation classroom</p>	<p>Continued collaborative planning of lessons and tasks that focus on annotation,</p>	<p>2016-2017</p>	<p>Shared Classroom Videos (Teaching Channel)</p>	<p>Victor Hanzeli Staci Lauinger Dana Anderson (Title 1/LAP)</p>	<p>Journeys Unit Tests</p> <p>The Spring SBA 2017</p>

<p>content areas for the purpose of increasing understanding, (2) enhance and engage greater degrees of quality classroom discourse, and (3) prepare students to provide greater degrees of evidence to support their thinking in spoken and written words (4) are aligned to the Washington State Learning Standards in ELA</p>	<p>artifacts, discussion prompts & small targeted groups for helping students with the process of documenting evidence in their reading, writing, and speaking & listening</p>	<p>classroom discourse and gathering evidence</p> <p>Aligning our materials and instruction with the expectations of the state standards for ELA, student learning targets, success criteria</p> <p>Mini Studios & Performance Task Training Days</p>		<p>Exemplar lessons from Readworks or colleagues</p>		<p>Classroom Based Assessments</p> <p>Interim Assessments</p> <p>2nd Grade MAP (3 x per year)</p>
<p>Actively participate in the pilot for Step Up To Writing</p>	<p>Planning for ways to add supports for struggling writers within the Step Up To Writing lessons</p>	<p>Provide pilot teachers to the district effort at grades 1 and 4. Review implication of the two pilot grade</p>	<p>10/16 - 1/2017</p>	<p>Wednesday sessions in the later part of year for processing by the K-5 staff based on the</p>	<p>Elger Bay Leadership Team</p> <p>Victor Hanzeli Pilot Teachers in 1st & 4th grd</p>	<p>Spring 2017 decision on writing pilot and curriculum, Step Up To Writing</p>

		levels with the K-5 staff as we continue to work on close reading, comprehension, and the connections to writing.		district's adoption timelines and decisions.		
Staff will continue to receive specific technology tools and software training that will increase possibilities for engagement and application activities for students that will impact all content areas, including reading, writing, mathematics, science and social studies. Topics to be covered during the trainings will	Application of technology is often a place where, given the proper access, teachers can provide more individualized instruction or build small group efforts to meet the needs of those who are non-proficient. The use of online formative assessment tools gives teachers access	<p>Training will occur in combination of Wednesdays as well as before and after school events that will be offered for clock hours.</p> <p>Technology Day district-wide for certificated staff</p> <p>Technology Day district-wide for classified staff</p>	<p>2016 - 2017</p> <p>October 14</p> <p>October 20</p>	<p>Mark Wayland, Tech TOSA</p> <p>Computer Lab space on scheduled days</p> <p>Subs to cover classified on 10/20</p>	<p>Mark Wayland</p> <p>Elger Bay Leadership Team</p> <p>Victor Hanzeli</p>	<p>Increased use of technology in both the lab and in the classrooms by students</p> <p>Targeted Instruction Groups formed as a result of formatively assessing using online technology software</p>

include the following: Google Slides; Google Drive; Google Docs; Google Sheets; Google Classroom; Gmail and Google Calendar, and Online Formative Assessment Tools	to student progress instantly and can be used as a tool for guiding instruction and forming small groups of targeted instruction					
Tech tools will be shared by staff at the start of each PDW			2016-2017	Allocated PDW time Computers & Projector Calendar of Staff Sharing	Victor Hanzeli EBE Staff	Teachers using strategies learned in PDW in their own practice with students
Examine SBA Interim Assessments to determine the instructional	Identify needed accommodation SBA supports for struggling students.	Continue use of sample reading items and writing performance tasks of the	2016 - 2017 11/9/2016 Planning Mtg for Interim	EBE Title I / LAP NWEA Dynamic	Building Principals Instructional Staff	Smarter Balanced Assessment Results (Summer / Fall 2015), MAP, AIMSweb,

implications for our staff.	Use Interim results to inform our instruction and provide supports for students struggling in ELA.	Smarter Balanced Assessment (SBA) items from the Digital Library, identify specific standards and stem questions for use with students for the purpose of improving students' comprehension Build consistent weekly practice with Typing Agent as K-5 keyboarding and language support tool (available home & school)	Assessment Training	Reporting Suite OSPI QUERY Homeroom (database for instruction) EBE Leadership Team Nyda Goldstein (Tech Teacher)	Title I / LAP Specialist Key Target Volunteers Elger Bay Leadership Team Resource Room Staff	Anecdotal data gathered during Leadership Team and grade level team meetings.
Staff analysis of student work and achievement in the area of	Included in grade level <u>whole</u> & flexible <u>small-group</u>	Train 3-5 staff on use of interim assessments	2016 - 2017	Journeys Materials & additional	Classroom Teachers Title I/LAP Staff	Classroom Based Assessments, Interim Results

<p>reading comprehension and the use of current instructional materials and strategies.</p> <p>Implement small group interventions to meet core instructional needs</p>	<p>reading instruction in <i>Journeys</i> curriculum program.</p> <p>Periodically identify target groups per classroom for additional intervention.</p> <p>Apply Title I / LAP assistance to targeted needs as appropriate.</p> <p>Special Education support based on grade level material and individual needs.</p>	<p>Explore writing prompts provided by the Smarter Balanced Digital Library</p>		<p>supplemental supports targeting individual needs</p> <p>AIMSweb results</p> <p>Interim Results</p> <p>SBA 2016 Results</p> <p>Writing Performance Tasks & Sample Prompts from SBA</p>	<p>Special Ed Staff</p>	<p>Spring SBA</p> <p>Anecdotal notes</p>
<p>Review data: Smarter Balance</p>	<p>Staff identifying areas of</p>	<p>Look at student data within the</p>	<p>2016 - 2017</p>	<p>Spring 2016 SBA Results</p>	<p>Principal</p>	<p>Spring 2017 SBA Results</p>

Assessment (2016) Baseline Data, MAP (benchmarks), AIMSweb (benchmarks)	concern and strategies for addressing these needs	Online Reporting System (ORS) Identify strengths/weaknesses and implications for our instruction	Initial Review in September PDW	Google Doc - common charting document Time set aside in PDW	Staci Lauinger Teaching Staff	Interim Results Classroom Based Assessments & anecdotal notes
Student Success Team (SST) Referral process and intervention planning and follow-up	Identification by staff of resources & interventions to meet core instructional and behavioral needs of identified students	Targeted interventions based on results using AIMSweb, MAP, and progress monitoring data	2016 - 2017	Allocated & Scheduled Meetings Meeting Facilitators SST Notebooks AIMSweb assessments & recording tools Rank Order	Classroom teachers, SST Members, Behavioral Intervention Specialist, PEG Team, Title I Team, Speech and Language Pathologist (SLP), School Psychologist, Building Principal, Island County Mental Health Specialist	Follow up Student Support Team meetings and minutes. Progress monitoring using AIMSweb data and Classroom Based Assessments
Practice	Special	Staff will need a	2016 - 2017	Smarter	Building	Student

<p>opportunities to prepare for experiences on the Smarter Balanced Assessment (SBA) in the spring, to include: Updates to the computer interface orientation, item type orientation, online response practice opportunities, embedded and non embedded tools, and SBA procedural training</p>	<p>Education support staff as well as the Student Support Team will monitor the specific IEP and assessment needs of individual students, ensuring that proper accommodations are made on the students' IEPs</p> <p>If students are not on an IEP or a 504, but may need the assistance of certain designated supports, the school team will work to have them in place</p>	<p>thorough review of all Smarter Balanced Assessment (SBA) procedures and protocols, including supports and accommodations for identified students</p>		<p>Balance Assessment Training materials and test modules</p> <p>Testing Materials</p> <p>Technology in Place</p> <p>PDW time allocated</p>	<p>Assessment Coordinators</p> <p>District Assessment Coordinator</p> <p>Building Technology Facilitator</p> <p>Principal</p> <p>Test Administrators</p> <p>SCSD Technology Department and Support Staff</p>	<p>performance and staff performance on the administration of the 2016 Smarter Balanced Assessment for grades 3 – 5.</p>
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MATHEMATICS ACTION PLAN

S.M.A.R.T. GOAL: Scores for each grade level will improve at least 5% on the spring 2017 Smarter Balanced Mathematics Assessment as compared to the 2016 results.

RATIONALE: Student achievement levels increase when quality professional collaboration, intentionally targeted instruction, and appropriate assessment are provided for students and staff.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Smarter Balanced Interim Assessments for Mathematics	Classroom Teachers, Special Ed and Title I staffs will identify supports and accommodations needed for students in the areas of math and begin implementing those supports	Training Grades 3 - 5 on the use of Interim Assessments Practicing the use of these in Mini Studios	See (attached) professional development plan in the attached documents: <i>Elger Bay AYP Plan</i> and <i>Wednesday Professional Development</i>	Copies of the book, <i>Text Dependent Questions</i> for every staff member Instructional videos from the Digital Library	Elger Bay Leadership Team · Victor Hanzeli, Principal · Staci Lauinger, Instructional Coach · Dana Anderson, Title I Reading / Math	Smarter Balanced Assessment (SBA), Spring 2016 Measures of Academic Progress (MAP), January and May, 2016

			<i>Schedule.</i>		Specialist	
Continued use of close reading across content areas Strong focus on mathematical discourse	Continued use of school-wide annotation skills and close reading by teachers and students in all grade levels will help students develop a stronger understanding of their math Apply strategies learned from PLC & book study regarding engaging students living in poverty Participation by students in classroom discourse aimed at elevating the level of cognitive demand for all	Book Study & PLC Offering opportunities for staff to visit each other's classrooms Sharing question prompts/stems & strategies for engaging learners	Fall 2016 For book study & PLC Continued practice through Spring of 2017	Instructional Videos from The Teaching Channel Copies of Engaging Students With Poverty In Mind Copies of Mindsets in The Classroom Copies of discourse stems	Principal Classroom Teachers EBE Leadership Team AYP Team Staci Lauinger	SBA 2017 Results Classroom Based Assessments Increased conversational discourse heard in classrooms

	students.					
Study and use of SBA sample items & SBA 2016 Results	Practicing with sample items will give underachieving students the opportunity to get comfortable with formatting, style of questions and interacting with testing interface. Studying the 2016 SBA results will give teachers valuable information for better meeting the needs of students this year as the teachers determine implications for their own classrooms	Development of Math Performance Tasks that better prepare students for meeting Common Core Standards. Implications for Classrooms K-5 Make goals by grade level	2016 - 2017 Initial look at data 9/2017 PDW	Sample Items Spring 2016 Data from ORS Common Recording Chart for grade level implications	Principal Staci Lauinger EBE Leadership Team Tricia Drinnon	Interim Assessment Results Spring 2017 SBA Results Classroom Based Assessments
Practice opportunities to	Special Education support	Staff will need a thorough review	2016 - 2017	Smarter Balance	Building Assessment	Student performance and

<p>prepare for experiences on the Smarter Balanced Assessment (SBA) in the spring, to include: Updates to the computer interface orientation, item type orientation, online response practice opportunities, embedded and non embedded tools, and SBA procedural training</p>	<p>staff as well as the Student Support Team will monitor the specific IEP and assessment needs of individual students, ensuring that proper accommodations are made on the students' IEPs</p> <p>If students are not on an IEP or a 504, but may need the assistance of certain designated supports, the school team will work to have them in place</p>	<p>of all Smarter Balanced Assessment (SBA) procedures and protocols, including supports and accommodations for identified students</p>		<p>Assessment Training materials and test modules</p> <p>Testing Materials</p> <p>Technology in Place</p> <p>PDW time allocated</p>	<p>Coordinators</p> <p>District Assessment Coordinator</p> <p>Building Technology Facilitator</p> <p>Principal</p> <p>Test Administrators</p> <p>SCSD Technology Department and Support Staff</p>	<p>staff performance on the administration of the 2016 Smarter Balanced Assessment for grades 3 – 5.</p>
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PARENT AND COMMUNITY ACTION PLAN

S.M.A.R.T. GOALS:

Grow the number of parent and community volunteers who spend time working with students on reading development to 25 volunteers school-wide.

Develop volunteer access for parents and community members to school by providing training on Harassment, Intimidation, Bullying (HIB) to any parent volunteer (over 150 trained to date for the 16/17 school year).

RATIONALE: Students’ achievement levels increase when parents, communities, and schools collaborate around the culture of learning and the sharing of supports available for students, staff and families.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Parent and community volunteer training	Watch DOGS and parent volunteers will be trained by classroom teachers to	Survey Teachers by December 1 for the number of parents who are occasionally or	2016 - 2017	Classroom teachers Training	Building Principal Classroom teachers	Work to increase numbers of parent volunteers Ongoing data

<p>Continue to advertise and train Watch D.O.G.S</p>	<p>support identified students. Parents provide additional one on one support in the areas of Reading and Math to students as directed by classroom teachers</p>	<p>regularly volunteering to support math with our students.</p>		<p>Materials Advertise-ment of Training Opportunities Watch D.O.G.S. shirts & badges Information posted on school website</p>	<p>Title I Staff Elger Bay Leadership Team Dana Anderson Watch D.O.G.S. volunteers and coordinator PTA and community volunteers</p>	<p>analysis of Smarter Balanced Assessment (SBA), QUERY, MAP, AIMSweb, <i>Journeys & Math Expressions</i> assessment data as it relates to the achievement of identified students and population as a whole Parent Survey in spring of 2017</p>
<p>Continue offering and encouraging the use of <i>Think Central</i> Math & Reading support website from Houghton Mifflin</p>	<p>Families have access to Houghton Mifflin's Think Central in order to gain access to online tools and homework for both Reading and Math</p>	<p>Continue giving access to Think Central to all EBE teachers and students, and train new teachers to use Think Central</p>	<p>2016 - 2017 9/2017</p>	<p>Computers New Teachers & Students added to Think Central Site Time to train new teachers</p>	<p>Mentor Teachers Staci Lauinger Classroom Teachers</p>	<p>Spring 2017 Parent Survey</p>

				Information on School & Classroom Newsletters		
Continue delivering <i>Math & Reading Connection</i> Newsletter	Newsletters sent home with all Title I/LAP Students to support effective strategies to use at home with struggling students	Shared with coordinators at District TLC meetings	Monthly 2016 - 2017	Paper Copies of R.C. Newsletter Link on school website	Dana Anderson Kris Holm Staci Lauinger	Spring 2017 Parent Survey
School and classroom newsletters will inform and encourage parents regarding volunteer opportunities at EBE	Involved parents increase student achievement in Reading and Math Volunteers will allow more small group support for Reading and Math	Classroom Teachers and Dana Anderson to train volunteers that work with students & academics	Monthly 2016 - 2017	School newsletters posted on school website and sent home Classroom newsletters sent home	Classroom Teachers Dana Anderson	Spring Parent Survey # of Volunteers in Spring of 2017
Improve the Parent Resource Library Located in EB Staff	Advertise library to parents during conferences - these resources	Remind staff members about library and ask for items to share	2016 - 2017	Parent Resource Library - Books,	Principal Dana Anderson	Increased use of Parent Resource Library

Workroom	will give support to parents working with underachieving students at home			Reading & <i>Math Connection</i> Newsletter, pamphlets, Community Resource Info	Classroom Teachers Special Ed School Psychologist, Speech and Counselor	
Typing Agent as a keyboarding and language support tool grades K-5 (available home & school)	Time at school to use program for students that do not have computer access at home	Mentor Teachers sharing program with all new teachers as they come to EBE	2016 - 2017	Program Access Information linked on school website	Nyda Goldstein Classroom Teachers	Survey parents at Fall & Spring Conferences Monthly check on program usage
Shared learning & opportunity for parents to be involved in the District Title I/LAP Parent Advisory Committee (PAC)	Strategies shared for supporting struggling readers at home	Title I/LAP District Meetings plan and prepare for these meetings	Quarterly 2016 - 2017	Invites for Title I/LAP students Space to meet Training materials	Staci Lauinger Dana Anderson District Coordinators	Spring Parent Survey 2017 Increased number of parents attending meetings

Elger Bay Elementary
 “Learning and Growing Together”
 2016 - 2017 AYP Professional Learning Plan

Goals

- ❖ To better understand our student population of students and the social and instructional challenges they face.
- ❖ To analyze students’ academic needs and develop strategies for addressing these needs.
- ❖ To grow professionally in our abilities to differentiate for our diverse population of students.
- ❖ To reflect on past practices and determine effectiveness of those practices.
- ❖ To improve student learning in the Core Content Areas.

Total Budget.....\$10,556.00

The following Professional Learning Opportunities are meant to meet the goals listed above through collaborative and engaging experiences in which we all learn and grow together.

Book Study - *Engaging Students With Poverty In Mind* by Eric Jensen

Learning Target: To better understand our population of students and the challenges they face. To grow professionally in our abilities to differentiate for our diverse population of students.

NOTE: Teachers will read two chapter every two weeks in preparation for a before school (1 hour) book study with peers. Teachers will participate in book study discussions and reflect on implications for their own work with students. Teachers will be paid for their time - see estimated costs below (*estimated* for 10 teachers) and clock hours will be provided. Books have been purchased for all staff.

10/19/16	Chapters 1	7:30 - 8:30	\$500.00
11/3/16	Chapters 2 & 3	7:30 - 8:30	\$500.00
11/23/16	Chapters 4 & 5	7:30 - 8:30	\$500.00
11/30/16	Chapters 6 & 7	7:30 - 8:30	\$500.00
12/14/16	Chapter 8 & 9	7:30 - 8:30	\$500.00

NOTE: Add Classified Staff (Projected Cost?)

Engaging Students BOOK STUDY TOTAL COST \$2500.00

Finalized: 11/7/2016

BRANCHING OUT: Outside Professional Learning

An estimated 6 classroom teachers (1 per grade level), 1 specialist and 1 support teacher to attend outside prof. learning in the area of literacy, engaging students with poverty or mindset Teachers will be chosen first by those that did not get a chance to attend outside PD in 2015-16, and next by lottery.

NOTE: The exact number of staff able to attend outside professional learning is based on interest and money available.

2/6/17: Primary (K-2): *BER101 Best Strategies for Developing Writers*

?/??/? Intermediate (3 - 5): *We are on the search for an intermediate offering*

8 teachers x \$250	\$2,000.00
8 teachers x \$140.....	\$1,120.00
Branching Out TOTAL COST	\$3,120.00

TEACHER'S CHOICE: Mini-Studios OR Performance Tasks

*Teachers will be asked to choose either a mini-studio day or a Performance Task day. The formatting for both will be a **half day (with a sub)**.*

Mini-Studio Learning Target: To refine strategies for engaging all learners and to identify a strategy for use in your own practice and its implications for students

Mini-Studios will involve:

- *Preview of lesson (implementing strategies learned from Engaging Students with Poverty in Mind and/or Classroom Mindset book studies).*
- *Collaborative lesson and observation*
- *Review of lesson and implications for us in our own role with students*

Performance Task Learning Target: To better understand components of a performance task and how the use of them with our students can be used to formatively assess students

Performance tasks will involve:

- *Collaboration with teammate to plan for and create a performance task (aligned to WSLS) for grade level use. Performance task will include lessons learned from studying SBA Performance Tasks.*

1/17/17	Group 1 (AM)	Mini-Studio	
1/17/17	Group 2 (PM)	Performance Tasks	\$980.00
2/9/17	Group 3 (AM)	Performance Tasks	
2/9/17	Group 4 (PM)	Mini-Studios	\$980.00

Teacher's Choice TOTAL COST **\$1960.00**

Professional Learning Community - Classroom Mindset

Based on the book *Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools* by Mary Cay Ricci

Learning Target: To better understand our population of students and the challenges they face. To grow professionally in our abilities to differentiate for our diverse population of students.

NOTE: *Mindsets in the Classroom* book and *Ready-to-Use Resources for Mindsets in the Classroom: Everything Educators Need for School Success* will both be purchased for all teachers that choose to do this PLC. Meetings will be unpaid, though clock hours provided.

- Books will be given to teachers before they leave for Winter break.
- PLC meetings will be held either before or after school (schedule TBD)
- Dates of PLC (after school, 3:45-4:30): 1/4 , 1/18 , 2/1 , 2/15 , 3/1

Mindsets in the Classroom: \$12.96 per book (AMAZON PRIME) (x 12 books)\$155.52
Ready-to-use Resources: \$16.96 per book (AMAZON PRIME) (x 12 books).....\$203.52

PLC - Classroom Mindset TOTAL COST **\$359.04**

Planning Meetings

10/5/16 @ 7:30 am - Conference Room.....\$150.00
10/10/16 @ 7:30 am - Conference Room.....\$150.00

Planning Meetings TOTAL COST **\$300.00**

SUMMARY OF PROJECTED COSTS

Engaging Students BOOK STUDY TOTAL COST	\$2,500.00
PLC - Classroom Mindset TOTAL COST	\$359.04
Branching Out TOTAL COST	\$3,120.00
Teacher's Choice TOTAL COST	\$1,960.0
Planning Meetings TOTAL COST	\$300.00

SUMMARY OF PROJECTED TOTAL COSTS **\$8,239.04**

Book Study - <i>Engaging Students With Poverty In Mind</i>			
10/19/16	7:30 - 8:30	Library	Chapters 1 & 2
11/2/16	7:30 - 8:30	Library	Chapters 3 & 4
11/23/16	7:30 - 8:30	Library	Chapters 5 & 6
11/30/16	7:30 - 8:30	Library	Chapter 7
12/14/16	7:30 - 8:30	Library	Chapters 8 & 9
Teacher's Choice - Mini Studios			
1/17/17	8:30 - 11:30	Conference Room	Group 1
2/9/17	12:30 - 3:30	Conference Room	Group 2
Teacher's Choice - Performance Tasks			
1/17/17	12:30 - 3:30	Conference Room	Group 1
2/9/17	8:30 - 11:30	Conference Room	Group 2
Professional Learning Community (PLC) - Classroom Mindset			
1/4/17	3:45 - 4:30	Library	Topic:
1/18/17	3:45 - 4:30	Library	Topic:
2/1/17	3:45 - 4:30	Library	Topic:
2/15/17	3:45 - 4:30	Library	Topic:
3/1/17	3:45 - 4:30	Library	Topic:
Primary (K-2): BER101 Best Strategies for Developing Writers			
2/6/17	8:30 - 3:15	Residence Inn 605 114TH AVE SE BELLEVUE, WA 98004	K - 2 (one per grd) + 1
Intermediate (3-5): Class to be determined			
TBD	TBD	TBD	3 - 5 (one per grd) + 1

Staff Meetings

- 8/30/16 Opening Day
Introduce Mindset & Inspirational Video
Where we've been & Hopes for Professional Learning
Preview of Smarter Balanced (SBA) Data
- 9/14/16 Mindset Activity (Card Sort)
Mindset Article (Carole Dweck)
SBA, ELA, Data (Target View) Identify Strengths, Areas of Concern,
and Implications for Grade Level Instruction
- 10/5/16 SBA Math Data (Target View) Identify Strengths, Areas of Concern,
and Implications for Grade Level Instruction
Strategies for helping students persevere (Mindset)
- 10/12/16 AYP Professional Learning Plan shared with staff
- 11/6/16 Perseverance & Students Living in Poverty